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THE UNIVERSITY IN MODERN LIFE,

AN ADDRESS DELIVERED BEFORE THE

COLLEGE ASSOCIATION

OF THE

MIDDLE STATES AND OF MARYLAND,

AT ITS

Annual Meeting at the University of Pennsylvania, November, 1889.

REMARKS MADE AT THE BANQUET OF THE ALUMNI OF COLUMBIA COLLEGE, NEW YORK, FEBRUARY 3, 1890, IN RESPONSE TO THE TOAST:

THE IDEAL UNIVERSITY.

BY

WILLIAM PEPPER, M.D., LL.D.

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In discharging the agreeable duty which devolves upon me to-night, it has occurred to me I might appropriately speak to you of the influence of the University idea in modern life and of the rôle which the University should play in our communities to-day. Of course it will be understood that, in the informal remarks I shall make, there is no allusion save to our own communities and to our own American Universities. I could not hope to adequately discuss these, and surely I should fail to appreciate the peculiarities of Universities abroad, determined, as they must be, by traditional influences, by governmental relations, or by local conditions hard for anyone to unstand who is not to the manor born. Indeed, it is already clear that in our own country the varying conditions and constituencies which surround our Universities involve some important differences in the development and activity of each, though there are enough broad features of resemblance to make it proper to consider them for our present purpose as a group. I am not sure but that it may still strike some as peculiar that we should speak of a group of American Universities, as if there were actually a number of them, while but a few years since it would have been difficult to show just cause why the title should be applied to a single institution on this continent. But should such question be raised by any, I would prefer it were answered not by one of ourselves, whose criticism might be suspected of a taint of partiality, but by a most clear-sighted and fair-minded critic from abroad, who has lately subjected our social and political organization to a searching study. It is Bryce* who says of us that our "great Universities of the East, as well as one or two in the West, are already beginning to rival the ancient Universities of Europe. They will soon

* The American Commonwealth, vol. iv., p. 553.

have far greater funds at their command with which to move towards the same ideal as Germany sets before herself; and they have already what is better than funds—an ardor and industry among the teachers which equal that displayed fifty years ago in Germany by the foremost men of the generation which raised the German schools to their glorious pre-eminence. . . . And if I may venture to state the impression which the American Universities have made upon me, I will say that, while of all the institutions of the country they are those of which the Americans speak most modestly, and indeed deprecatingly, they are those which seem to be at this moment making the swiftest progress and to have the brightest promise for the future. They are supplying exactly those things which European critics have hitherto found lacking to America, and they are contributing to her political as well as to her contemplative life elements of inestimable worth."

For one, I am profoundly thankful that to an impartial observer it thus appears that Education, that mighty power which equally with Religion and with Commerce promotes civilization and human happiness, is here successfully asserting her position as one of the essential factors in modern life.

While it is true that a certain kind of education may exist without Universities, it is certain that Universities, which are the crown of the educational system, cannot exist, save in name, without a sound system of genuine education extending downward from the University to the grammar school. It may seem of comparatively little moment that in this country there has been, and in decreasing degrees still is, confusion as to the precise sphere of School, High School, College and University. We might have had no high school, had grammar schools all been satisfied with their position and work; we might have had no University, had all Colleges been modest and self-contented with their lot. The pretensions of President Johnson, of some College in the Far West, doubtless provoked Mr. Bryce's inward amusement when he gave a long account of his young University, and dilated on his plans, with frequent reference to the efficient faculty, but, on being questioned as to the number of professors in this distinguished body, replied somewhat reluc-

tantly that just at that time the faculty was below its full strength, but would soon be more numerous. "And how strong is it at present?" persisted Mr. Bryce. "At present it consists of Mrs. Johnson and myself." But I trust that long ere this the delightful confidence of our unknown colleague has been rewarded by such liberal legislative appreciation that his teaching force has swollen to noble proportions.

And yet it is of high importance that clear conceptions should be held by all, at least upon the relation between College and University work. Neither one is the more important, the more useful, or the more dignified. The College which deliberately limits itself to legitimate College work, and does that work admirably well, is accomplishing as important a service to education as can be done by the University. It is not to be expected that each College shall be equally distinguished in all branches of College work: it is not even necessary that each should undertake to teach all the subjects which come appropriately within the scope of proper College education; for this scope is of necessity a very wide and ever-widening one; but it is of the essence of a sound educational system that there shall be an abundant supply of Colleges where the instruction, however comprehensive the curriculum may be, shall be thorough, efficient and complete, as far as it goes. It is of vital importance that the authorities of Colleges shall recognize that to limit the number of branches taught and the number of instructors employed, so that the quality of the teachers and the adequacy of the equipment shall be commendable, is a duty to the student, to the community and to the College itself. May it always hold true with us that, whatever may be the number of our fully developed Universities, there shall be a large number of Colleges of the highest rank, proudly conscious of their limitations as they are of their achievements!

The line which divides College work from University work is a constantly shifting one. We can speak only of it as it seems to exist here to-day. It will possibly be determined always more largely by the needs of the surrounding communities than by theoretical considerations. When we consider that, in our conception of University work, there must be included all

the professional schools, which should occupy at the least from two to four years, and that, as our society is at present constituted, it is essential for the vast majority of young men to get at profitable work by the time they are twenty-three or twenty-four years of age, it appears clear that the work of the College must for the most part be done, if done at all, before the age of twenty-one years. It is impossible for us to overcome these widespread economic conditions. We are not educating in our Colleges, despite the great increase in their number and wealth and advantages, and the increased ease with which free tuition can be secured, any larger, if indeed as large, a proportion of our young men as we did ten years ago. Doubtless there are many reasons which go to explain this anomalous state of things, but among them it counts for a great deal that the progressive advances in the requirements for admission to College have caused a corresponding increase in the average age at matriculation. The matter has now reached a stage where all begin to feel that some counteracting influence must be established, but opinions differ widely as to the wisest course to be pursued. Just as there have been many lines of experiment in regard to elective studies, so it seems desirable that we should test various methods of securing the B.A. degree at an average age not much exceeding twenty-one years. In no College, we may be assured, will this be effected successfully or profitably by an actual lowering of the standard of requirement. It may be that the solution will be found in some reorganization of the curriculum of the fitting-school, which will enable the average student to enter College with such improved preparation that he can attain the present standard for graduation in three years. It may be that it will consist rather in a readjustment of the studies in the senior year and in the subsequent University courses, so that the last College year shall be made to count as one of professional study, or for the degree of doctor of philosophy. Or it may be found that the principle of according a certificate privilege to carefully selected schools and teachers will permit such economy of time and effort in the fitting-school as to enable the average student to bring up to College the present admission requirements at an

age from six months to one year earlier than now obtains. Should this latter prove to be the case—and there are some grounds for believing that not only will it do so, but that the methods of study and the mental training of students, so fitted for certificate instead of for examination, will be found superior—it will be, on various grounds, the happiest solution of a highly important problem.

But however solved, it is manifest that solved it must be, since in all Colleges, whether they exist independently or as departments of a University, there is felt more and more strongly the demand that the College work shall be conducted so that true University work shall be the normal and usual sequence.

It is the result of this demand that all over our country there are felt a quickening and an unwonted activity in the lines of advanced study; and, fortunately, this demand comes at a time when our Universities are impressionable and plastic. If we suffer in dignity from lack of binding tradition, we gain in vitality and capacity for development; if the absence of government subsidies throws heavy burdens of responsibilty upon some of us, the freedom from official restraint and from political intrigue and influence is a rich equivalent. Just as, on the one side, the University is the outgrowth of the College, and its departments and courses adapt themselves so as to be the extension and complement of the College work; so, on the other hand, should the University be in equally close touch with the community, and from it receive impressions of its advancing needs, intellectual and practical, and should respond to these by a prompt expansion of its scope or arrangements, so as to satisfy fully the requirements. No organization can be conceived which requires to be more sensitive, more responsive, more capable of assimilation, than our Universities, standing, as they do, as the intellectual centers of great communities whose social and intellectual conditions are changing and advancing with unprecedented activity. Experience has already taught us that if this position be maintained, and the largest service of the community be taken as the sole standard of our duty and mission, there exists here, as nowhere else

in the world, an appreciation of such an attitude, and an eager willingness and an unlimited ability to place at our disposal all needed resources to render effective our discharge of this manifold and complicated duty.

How could it be otherwise, we may well ask, when we reflect upon the precious character of the services which a University is called upon to render to the people? In the first place, it opens a career of great usefulness and attractiveness to a considerable and rapidly increasing number of their ablest men. Nor can we estimate the value of this body of men by their number, or by their apparent earning power. A great University is an important factor in the material prosperity of even a great city, and it would be difficult to estimate the actual money-value of their respective Universities to Berlin, to Paris, or to Edinburgh. But infinitely beyond any such computation is the value of a body of men of the highest distinction and reputation, who are conscious of their great influence upon the community, and who are proud and fond of their work with a pride and affection which could not be secured by the largest salaries in the land. Most of these men are underpaid, as judged by any standard you choose to erect; but I am not pleading to-night for larger salaries for them. A growing consciousness of the value and nobility of their work will surely evoke from a grateful community more adequate remuneration. For, in addition to their direct instruction, they stand before us as eloquent witnesses to the undying reality of ideals; as embodiments of unselfish devotion to the highest aims; and as teachers of the truth for the sake of truth, and of culture for its influence on the divine in human nature. Many of these great men are poor in this world's goods; they are often unpractical; they seem of small value in a commercial sense; but I tell you they are happier, more honored, more beloved, and more powerful for good, than many who could buy them out a hundred times over. And if our great, free and popular Universities open such a career even to the poor man, what splendid opportunities do they offer to him who combines, with a love of knowledge and of teaching truth, the possession of large means to prosecute in-

vestigation, to foster genius, and to enlarge facilities for research! I declare that it seems to me impossible to conceive of careers more delightful or more full of wholesome stimulation and excitement than those of such men as Asa Gray and Henry Draper, who have passed from us, but whose achievements remain imperishable; or of such as Leidy and Alexander Agassiz, who are with us, we trust for long years still, to illustrate what can be accomplished by the devotion of all resources to the pursuit of truth, and to strengthening the bulwarks of knowledge. The monuments of these men are to be sought not only in their writings and their discoveries, but in the lives of thousands of their students, to each of whom their character and their example have become an ideal and an inspiration.

The chief function of our Universities is still the direct teaching they provide. An association of men, however eminent, merely to conduct examinations and confer degrees, seems to have little of the vital principle of a University. Such contrivances may be useful, and even necessary, when Universities are fenced in with exclusive tradition and prerogative. But, although with us the opportunity for non-resident study may be too little accorded, it is, and I hope always will be, the case that our Universities are true centers of instruction and original research on the part both of teacher and student. Just as it does not require that a College shall cover the whole field of undergraduate work to be a College of the highest rank, so it is certainly not necessary that the entire philosophic faculty and all the professional faculties shall be represented in an institution to entitle it to the lofty name of University. But it is necessary that the tone and atmosphere of the place shall be that of freedom and independence, of freedom from prejudice, but of loyalty to truth; that the influence of great men laboring with whole-souled devotion shall permeate it; and that the stimulus to original thought and research shall be as keen as the inducement to adopt the words and thoughts of masters is fair and open.

Our American Universities are, as Bryce says, truly preserving this ideal; and whether they deal with pure abstract science, or with the most practical or professional branches,

this free spirit is maintained. Thus, without violating the University principle, it is possible to meet each successive want of the community, and to develop, as though from motives of mere practical policy, while really following a pure theory of evolution. Who, indeed, can draw the line between the theoretical and the practical, when the abstractions of to-day in higher mathematics, in physics or in chemistry are embodied to-morrow in an engine, an electric motor or a new drug?

It seems natural to us, therefore, to see, flourishing side by side, the faculty of philosophy and a whole series of professional schools. And as each new profession, in the progressive elevation of industry and subdivision of labor, gains the recognition of the community, it is felt to be incumbent upon the University to provide the most advanced and complete instruction to fit men and women to enter upon it. This recognition precedes University action. The University teachers almost invariably stimulate and mold public opinion. How long have schoolmasters waited for any due appreciation of the difficulty and dignity of their function without the existence of a single school of pedagogy on this broad continent! But the germinal idea is planted; the subject claims attention; its importance is conceded; and, while we are speaking, the necessary steps are being taken in many places to supply the need. And again, how slow has been the public recognition of the fact that Universities are teachers, not only of intellectual but of moral and religious truth, and that the utterances of our great Universities count with enormous weight on the side of Christianity! I am assured that no arguments adduced by the leading men of our churches have gone so far to confirm faith in the inevitable and unalterable harmony between religious truth and scientific truth as the temperate and deliberate utterances of some of our great scientists, embodying the results of utterly impartial and critical study of the book of Nature, written by Nature's God. And have we not only now at last begun to consider the Christian religion as a branch of study, demanding the fullest recognition and provision in every University system? Can it be otherwise regarded, when we reflect upon the intensely human interest of the subject, from its historical and critical sides; the

rare value of sacred literature from a rhetorical and philological standpoint; the supreme importance of its data and evidences as the basis of psychology, of ethics and of faith in God? Happily, the day of recognition has come, and I believe that few developments of University work have been more rapid than that which will place this great study in its proper prominent place in every such institution.

I have unavoidably made allusion to the question of the higher education of women. It is impossible to ignore it in dealing with the larger and broader relations of the University with the community. There is ample room for honest difference of opinion about the exact arrangement of studies best for girls and young women. Have we decided this position as regards male students? and where can we yet find adequate data to determine it for the other sex? It may take ten or even fifty years to settle the fundamental questions involved, but there are certain preliminary matters upon which the evidence seems already conclusive. The only essential one is the established truth—as it seems to me—that thorough education, carried to the full extent of the University system, but carried on with strict attention to proper hygienic details, is beneficial to the physical as well as to the intellectual development of women; is altogether consistent with subsequent happy and complete womanhood, and is readily within the powers of a large proportion of young women.

If, as I believe, the accumulated evidence justifies this statement, it should be made freely, without any regard, on the one hand, to the hypothetical future invasion of the so-called realm of man by emancipated woman; or, on the other, without the least idea of implying a conclusion that it is the duty of any or of every College to open its doors to students of both sexes alike. The question of the advisability of complete coeducation in undergraduate College work seems to me attended with certain grave difficulties, but it will be decided finally only after a much more extended study of the subject in all of its phases has been made than has yet been possible. Until that decision has been reached, each College will be governed by prudential motives or theoretical views in choosing its own line of

action. But when we come to consider the higher, real University work, it seems to me extremely difficult to defend the exclusion of women from the fullest participation in it. We should be dealing then with selected students, of more mature minds and of more serious purpose; with much smaller numbers in each class, while the teacher has more ample time for personal attention to each student; with a system of study of great flexibility, encouraging independent individual investigation, and allowing wide variation as to hours and to length of curriculum; and, finally, with exceptional and costly facilities, such as great libraries, large museums, and laboratories for special research, which can scarce be found, just as the eminent teachers requisite to conduct such advanced instruction can scarce be found, save in connection with our great Universities.

For, thirdly, it is essential to the relation of the University to the community that at least some of its strongest teachers shall not be burdened with so much work in the class-room as to leave but little time or energy for original research, for authorship, and for the close personal instruction of a limited number of advanced students. In the rare cases of Universities now existing, or which are likely to be founded, where no College department is provided, this question does not arise; but it is of the utmost importance that the community, and the trustees of our Universities which have such undergraduate departments attached, should understand clearly that liberal provision must be made for many eminent teachers who seemingly give few hours of instruction as set down on the roster, and who possibly have but few students in their courses. For, in reality, they are doing with their whole might an educational work of the highest importance, advancing the borders of knowledge, accumulating precious stores of material for future workers, diffusing throughout the community the largest and highest conceptions of literature, of art and of science, and inspiring now and again a rare soul with the divine enthusiasm for truth which fills themselves, and which renders its possessor a leader in the march of civilization.

And, lastly, it must be clear that a University which is thus striving to fulfill its mission and to do its whole duty by the

College and the fitting-school, which lie below it, and by the community which lies around it, does inevitably become, in a special sense, the true intellectual center and heart of that community, however large and extended.

Noblesse oblige: a spirit of impersonality, of disinterestedness, of absorption in a great cause, comes to pervade its every department. The faculties of the professional schools vie with one another in the elevation of the standard of the institution and in self-sacrificing devotion to the discharge of duty. The contagion of contact with such life is irresistible. Detached schools may, temporarily, through the efforts of exceptional men, attain deserved fame and prosperity; but in the long run the schools connected with great Universities draw the strongest men, because they offer the highest prizes, and because the spirit which pervades them is fascinating to natures of lofty ambition.

Following such men come inevitably precious collections, literary, scientific, artistic, so that there soon forms around the University an accumulation of libraries and museums of incalculable value in teaching and in original investigation. Far-sighted collectors see clearly that the treasures they have brought together with such loving, patient toil, and at such heavy cost that they seem almost as near and dear as their heart's blood, can nowhere else be bestowed so as to secure the fullest measure of appreciation and to accomplish the largest and most enduring good. Thus it comes about that the only true conception of the University is not that of a single institution, but of a federation of all agencies to promote the intellectual life of the community; and how fortunate is that community where this broad conception of the University obtains, so that, rising above all local jealousies or rival claims for pre-eminence, the leaders of thought combine to secure such co-operation and concentration of kindred institutions of learning and science as to create a vast organization capable of attracting to it all that is wise and good, and of projecting its influence with convincing force through every class of society.

It is needless to say that, if our Universities are to fill this

position, they and the institutions which aggregate about them must have large powers and unstinted means intrusted to them. For obvious reasons, it may be expected that the most fully developed Universities will, in the long run, be found for the most part in or near great cities. Think then of the difficulty and cost of securing enough territory. How rarely will such an opportunity happen as did here to us, so that by a series of happy movements, aided by an enlightened policy on the part of the civic authorities, we have been able to acquire about forty-two acres near the heart of a great city and in so favorable a position that ere long it will be the most accessible point for a vast surrounding population, numbering millions! And yet, only last year, we were compelled to pay $150,000 to secure the final portion of this property by purchase from the city in open market. Every dollar of this had to be borrowed for that special purpose, and an addition of nearly $7,000 per annum is made to our fixed charges merely in order that we may provide space for future generations to locate the new buildings which the growing needs of the community will compel the University to erect.

Think of the suggestions which are continually recurring in favor of the taxation of academic property. Gracious Heavens! is there any danger of a College growing too rich? Do not the annual reports of every such institution show that they are practically public charities, conducted with rigid economy in the sole interest of the community, served by eminent men who are scandalously underpaid, and managed by busy men who give to them largely of their scant leisure, and no less largely of their means? Are there not in every considerable town individuals whose single wealth exceeds the total property of any College or University in the country? Is it good policy—is it sound common sense—to draw blood from the very heart of an organism, hoping that in some uncertain way it may be restored at the periphery?

Observe the alarming frequency with which breaches of trust are recorded in commercial circles, and then consider the large number of special endowments, and trust funds for specific purposes, held by our Colleges, and note that the slightest

infraction of the conditions imposed or the least violation of contract can hardly be said ever to occur. We are fulfilling here with scrupulous exactitude the conditions of trusts accepted much more than a hundred years ago; and the same is true, according to its age, of every College in the land.

There is no American University whose total income at present exceeds $500,000, nor whose entire property reaches $10,000,000. In many cases, there are legislative restrictions which forbid them to hold property beyond a certain figure, so that at any time the wise and beneficent provisions of a testator may be jeopardized or actually lost to the community; whereas, if the conception of the University I have striven to bring before you in this sketchy and informal fashion be correctly grasped, it will be seen that it would be wholly safe, and, in the interest of the people, far more reasonable and politic, to favor in every way their accumulation of wealth.

There are half-a-dozen Universities to-day in America, each of which could spend with infinite advantage to the nation an annual sum of $10,000,000; and I cherish the hope that ere another century has passed there will be more than one whose productive property will be fully $100,000,000. That this hope is not chimerical, the magnificent benefactions of the present day demonstrate: that it is not opposed to sound policy is surely shown by the ceaseless fidelity, the strict business thrift, and the broad catholic policy with which the enlarging funds now intrusted to our Universities are administered. Let us steadily uphold the largest conceptions: time and patient labor will realize them; and the future will confirm our prediction that, among the mighty forces helping to protect civilization and to elevate society, none will be more grandly effective than our great American Universities.

REMARKS MADE AT THE BANQUET OF THE ALUMNI OF COLUMBIA COLLEGE IN RESPONSE TO THE TOAST, "THE IDEAL UNIVERSITY."

I GLADLY assume that I have been favored with a request to respond to this sentiment, solely because I have the honor to be connected officially with the University of Pennsylvania, an institution whose foundation and history present such close analogies with those of her twin sister, Columbia College. Alike in the brilliant success of their early years, and in the serious reverses which befell them during the last quarter of the last century, they have been forced to struggle for the recovery of their early prominence in the midst of great communities absorbed in industrial and commercial pursuits, and profoundly tinctured with prejudice against these institutions on account of supposed aristocratic and sectarian tendencies. These long decades of probation have passed; the services which have been rendered to these communities are beginning to be generally and gratefully acknowledged; and the closing years of this century find us in a position of such assured strength as to justify the brightest hopes and broadest plans for the future.

I would gladly speak of the courageous work done by the men who, as trustees or professors, have advanced the fame and prosperity of Columbia to the proud position she occupies to-night. To but one can I venture to allude, and I know you will anticipate the allusion, for to omit mention of the illustrious Barnard would be to fail in loyal duty to one whose long life of unselfish devotion and wise zeal in the cause of education—in the broadest, and highest, and freest sense of the term—was for years an inspiration and an example to the nation. Not only in Columbia College—even when it is Columbia University, as it soon must be—will his memory be cherished, but in all places where lofty ideals of university work are upheld.

It is of such ideals that I am called upon to speak to-night. I can say nothing upon the inspiring theme which has not many times been far better said. But I cannot refuse the chance of affirming my belief that such ideals, remote and

impracticable as they have been considered, are among the things which many of us here will live to see realized; and more than this, that their realization is of absolutely vital importance to the elevation of our national life and to the perpetuity of our national institutions.

I do not care to discuss the question whether the ideal University will most readily be developed in a small town, where the University is the town, or in a great city, where the University can be but one of the forces influencing the life of the vast community. No two institutions which are really alive and growing can be alike. Each will respond to special impulses and will develop a purely individual type and character. The essence of a University is a breadth of view embodied in its organization, which makes it keep touch with all the intellectual needs of the people; an atmosphere of freedom, which encourages individuality and original thought; and a richness of equipment in library and museum and laboratory which stimulates research and investigation. The tendency to conservatism in such an institution is inevitable; the danger is of too tenacious adherence to tradition and of blind disregard of the tendencies and needs of each new generation. The more closely in touch it is with a great community—the current of whose life-blood is thick with seething thoughts and plans—the less likely is conservatism to harden into apathy.

Such an institution, devoted to the study of all truth, must, of necessity, be religious, but cannot be denominational. However it may be where a State religion dominates education, in this country at hlaest, were free government, free religion, and free education are our priceless heritage, the University, just ias the publc school, must be kept absoluetly aloof from denominationalism of all kind. When a University is then fortunate enough to be seated in a great community, it should assert itself as a power in the moral and religious life of that community. There is missionary work to be done in every quarter, and there are schemes of conjoint work by the clergy and laymen of all denominations, which will find no surer rallying point and no more zealous body of assistants than in the University.

It is difficult to compute the resources needed for the work

of a great University. If it is to draw to it the great scholars of the world—to accumulate the treasures of the past and the present, and illustrate knowledge in all its branches; to provide ample endowment for research and for scientific publications, and to enable worthy students to do advanced work freely or at nominal cost—the annual cost of maintenance must be large—many times larger than the total income of any American University to-day. But if it is seated where it may do not only this, but may also make itself the true center of a vast community, influencing profoundly its social life, and elevating and quickening its intellectual life, there are needed not only vast material resources but the widest and most generous co-operation.

There are vast libraries and museums of art, of archæology, and of science which need some bond of union to render their treasures more available and useful. There are many learned societies whose valuable collections and important proceedings lose much of their just effect because they are accessible or even known to but a few. The University is the natural center for all such. Rapid transit removes the objections; the advantages are too many and obvious to bear mention. The community must be appealed to, be instructed, be interested, in the work of the University. There are agencies for the extension of University influence which suggest themselves at once. The University should be the purveyor of the best and most attractive public lectures, and should be the leading patron of art and of music. Associations which owe their dignity and their permanent vitality to their connection with the University will readily spring up, and while imposing no tax upon its resources will carry on this University extension work, not only in the community immediately surrounding, but in many outlying centers.

The constituency of our Universities is not restricted to any class; nor are they conducted for the profit or benefit of any special group of people. It is likely that they are the most unselfish, the most truly charitable, and the most truly democratic of our institutions. So it will result that the ideal University will become more and more a federation of all the forces which work for the advancement and elevation of

society, and its life will become mingled with that of all kindred institutions, and with that of the entire community.

Every people have their standards and their ideals. We Americans know well the value of material success, but it is not true that our highest standards are commercial ones. The mere possession of wealth must inevitably confer less distinction as its possessors become more numerous. But the wise use of wealth; the gifts of genius and the acquirements of learning; the fine qualities of personal character and of public-spirited citizenship—these challenge our highest admiration, as they have that of all vigorous and progressive nations. And it is precisely these excellences that the influence of an University fosters and develops. The time has passed when the most interesting questions about University work are whether Greek or German is the more useful study. For now it may be fairly claimed—and I say this more emphatically because I quote the evidence of one whose authority will not be doubted—that "we require of our Universities that they shall equip and thoroughly train American citizens." We are trying, in this country, an experiment in civilization of grand proportions and commensurate risk. Even if the tide of immigration has begun to ebb, there are elements in the problem before us well calculated to arouse anxiety. We are trying the incomparable experiment of trusting to the power of education, religious and secular, to enable sixty millions of people to govern themselves.

The man on horseback is less than a specter here, and the immense part which the army and navy play in the national life of other countries is barely recognized with us. The absence of the throne and the aristocracy omits conservative elements which must be replaced, and which can hardly be said to be replaced by our political forces. When the separate sects of Protestantism shall federate, if not unite, in support, at least, of organized charity and universal free education, we shall have a constructive power of irresistible magnitude. But, for the moment, it may be safely claimed that the development of our University system toward an ideal extension is second in importance to none of the practical questions of our national life.

Alumni of Columbia, have I sketched in this poor fashion anything that calls up the great work which lies clearly before you? Nowhere in America can the ideal University be more fully realized than in this great city. Nowhere could a community find a leader better equipped with ability, experience and enthusiasm than he in whose honor we are assembled to-night. One of yourselves, he has already shown what service his love for Alma Mater prompts. Raised to a position of commanding influence, he needs but your loyal support to insure the co-operation of the entire community and the success of his boldest and largest plans. Let us remember, too, that the extraordinary interest we see manifested here is only the local expression of what is a widespread feeling. The alumni of Harvard, of Yale, of Michigan, of Minnesota, are as truly rejoiced at the brilliant prospects of Columbia's future as you can be.

The more Colleges and Universities we have the better. There is work for them all, and there is money enough to endow them all richly. Let each strive hard for the attainment of the loftiest ideal it can set up. Different as their development must be, they will all at heart be one, and will all be loyal to the common cause. But I confess that the splendid system of American Colleges and Universities will seem to me incomplete until we have at Washington a great University, free from political as well as from denominational influence, and representing, if not actually administered by, the leading institutions of the land. Just as the ideal individual University may be viewed as an aggregation of many colleges, and a federation of all kindred institutions accessible; so I hope to see, as the ideal national University, an University of Universities formed as the central government is formed, by the federation of many independent institutions, planted strongly at the capital of the nation, using the unequaled collections which are growing there for the prosecution of the highest studies under the most eminent masters, and proclaiming to the world that, among the ideals which we Americans hold by is that of education, thorough, pure, and free, from the cross-roads district school to the groves and halls of the loftiest University.

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